



Effects of Instructional Supervision on the Performance of Junior High School Teachers

Madilyn L. Hedocos, MAEd

Graduate Student, Colegio de Santa Rita de San Carlos, Inc

Abstract: The study was conducted to investigate the effect of instructional supervision on the performance of junior high school teachers and find out the relationship between instructional supervision and teaching performance. The respondents of this study consisted of 50 Junior High School Teachers of Don Carlos Ledesma National High School for the school year 2025-2026. The design of this study was descriptive-correlational, while total sampling was applied to ensure the inclusion of all members of the target population. The data gathering instrument of this research was a validated researcher-made questionnaire, and statistical tools such as Weighted Mean and Pearson Product-Moment Correlation Coefficient were employed. Instructional supervision was measured in four dimensions: supervisory visits, feedback, mentoring, and support for professional development, while teacher performance was measured in four dimensions: lesson planning, teaching engagement, learner engagement, and assessment practices. From the results of the study, it was evident that instructional supervision was carried out at a very high level, especially on the aspects of guidance and support through supervisory visits, feedback, mentoring, and professional development. There was a very high level of competence on the part of the teachers regarding planning, application of effective methodologies of teaching, interaction with the students, and assessment of the students. There was a very strong positive correlation observed through the correlation study between instructional supervision and the performance of the teachers, which showed that the higher the quality of instructional supervision, the higher the quality of teacher performance. There was an emphasis on the need to provide supportive developmental supervision to promote development and motivation.

Keywords: Instructional Supervision, Teacher Performance, Junior High School Teachers, Professional Development, Don Carlos Ledesma National High School, Quantitative Descriptive-Correlational.



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CHAPTER 1

Introduction

Background of the Study

Effective leadership in schools guarantees high-quality teaching and valuable learning experiences within institutions. One key responsibility of school leadership is instructional supervision, which supports teachers in enhancing their professional skills and classroom methods. Quilala and Tantiado (2025) state that this supervisory approach aids teachers in their development and successful execution of duties. It is particularly valuable in the Junior High School stage of

education, where students absorb fundamental knowledge and skills that will be further developed in the higher echelons of education.

From a global perspective, Altinok (2024) proves that consistent styles of supervision significantly strengthen teacher performance and, consequently, students' success. In the same manner, Amelia et al. (2022) emphasized that supervisors who effectively carry out supervision are significant in promoting teachers' professional growth through the implementation of teaching activities consistent with the curriculum guidelines.

The findings based on Nigeria by He et al. (2024) revealed that principal leadership coupled with supervision practices strongly forecast teacher development, highlighting that supervisory approaches boost teacher motivation and classroom efficiency. In Indonesia, Wiyono et al. (2022) discovered that both group and individual approaches boost teacher motivation and classroom efficiency.

In the cross-cultural meta-analysis conducted by Karakadağ & Sertel (2025), they examined the role of educational leadership in the context of enhancing student academic achievement in diverse education systems globally. From their findings, it was established that when educational leaders offered instructional supervision and gave feedback, the teachers and the quality of education they offered improved significantly. As asserted in the journal, teachers concentrating on professional development in education are more likely to be enhanced if they are collaborative and have reflective parties involved in the process.

At the regional level, particularly in Asia and other developing nations, oversight centered on partnership, introspective methods, and positive critique has been demonstrated to boost teacher self-assurance and enhance instructional execution. Febrina et al. (2024) stated that efficient supervision improves teachers' abilities, leading to enhanced student outcomes. In Malaysia, Samichan et al. (2023) discovered that supervision, alongside leadership, boosts accountability and teacher effectiveness. Research conducted in Tanzania by Luhende et al. (2021) also demonstrated that organized monitoring and supervision greatly enhance teacher competencies and the overall performance of schools. Likewise, Pham (2021) in Vietnam emphasized the significance of supervision linked to development efforts, observing that teachers undergo more substantial development when supervision is combined with mentoring, coaching, and collaborative learning groups.

Abazie et al. (2024) explored the role of principal's instructional leadership in predicting teachers' professional development in China. As per the findings of this study, it was seen that supervision, feedback, and guidance from principals improve teachers' teaching skills significantly. These findings highlight that in the Asian region, instructional leadership with supervision is necessary in the classroom.

The setting studies repeatedly highlight the crucial role of instructional supervision in boosting teacher performance. Castillo (2024) observed that supervision, by school administrators, enhanced lesson design, classroom instruction, and teacher involvement. Bello et al. (2020) discovered that clinical supervision, consisting of pre-observation, observation, and post-observation stages, improved educators' skills, and Valle (2023) stressed that effective supervision raises teacher self-confidence, promoting more assured and influential teaching.

Dacer et al. (2025) additionally showed that oversight has an impact on job satisfaction, teacher morale, and student achievement. While recent research highlights the value of supervision in improving teachers' effectiveness and classroom activities (San Roque 2025), most studies continue to focus on its administrative and assessment roles. Only a limited number have examined how supervision directly aids teachers' professional development well as their instructional skills and assurance (Daigon and Alcopra 2024). Studies are scarce within the context, especially at Don Carlos Ledesma National High School, to determine if supervision truly enhances teaching approaches and classroom control or if it is viewed primarily as an extra duty.

This highlights a shortage of efforts on how supervision might be transformed to become more developmental and supportive.

Instructional supervision ought to serve a function in guaranteeing that teaching and learning adhere to high-quality standards within schools. Although Don Carlos Ledesma National High School consistently carries out activities related to classroom teaching and also supports professional growth, certain teachers continue to question whether supervisory roles bring about improvements in classroom performance and teaching methods.

The research investigates the impact of supervision on the effectiveness of secondary school teachers, aiming to offer evidence-based guidance on how school leaders and supervisors can enhance supervision to be more developmental, cooperative, and supportive, thereby reinforcing the teaching staff for better learning results.

Review of Related Literature and Studies

The review of the literature gives an overview of the theoretical bases for the main ideas based on the available knowledge pertinent to the subject matter for the particular study. It offers sources from both global origins, offering crucial perspectives that assist in shaping the present research. Through the examination of the sources, the researcher is in a position to create a basis for grasping the effect of instructional supervision on the teacher, considering the gaps to be filled in the existing knowledge.

Instructional Supervision

Vivian and Anthonia (2024) identified that efficient instruction supervision always facilitates the motivation of teachers to participate actively in their teaching activities, and it also gives them better classroom management instruction skills at the same time. The significance of responsive instructional supervision was highlighted by Guerra et al. (2022), stating that many educational leadership books lack consideration of cultural diversity and inclusivity. Their study suggested that supervision needs to go beyond technique into issues of cultural diversity between teachers and students if equitable and effective teaching is to be supported.

Tarimo et al. (2023) analyzed the influence of instructional supervision on quality education. The study identified that effective instructional supervision results in a meaningful improvement of the professional growth of teachers, teaching effectiveness, and outcomes of students. Accordingly, the authors explain that supervision should be participative and supportive, which supports cooperation rather than control for supervisors and teachers.

Laila (2020) investigated the impact of supervision on improving the performance of teachers in Indonesian Secondary Schools. The research revealed that structured supervision marked by planning, classroom visits, and helpful feedback, after observations, greatly enhances teachers' lesson planning, teaching methods, and classroom control. She highlighted that supervisors adopting an encouraging style foster positive professional development. The research determined that instructional supervision should focus on supporting ongoing oversight and collaborative reflection to maintain teacher development and enhance the overall quality of instruction.

Duras (2024) explored the relationship between supervision and Professional Learning Communities (PLCs). The research revealed that schools actively engaging in supervision and fostering teacher collaboration via PLCs generally reach levels of school performance. This indicates that supervision works best when it is collaborative, when teachers and supervisors learn collectively, exchange ideas, and mutually support development.

Diangha et al. (2025) evaluated instructional supervision models, such as clinical, developmental, and collaborative methods. They found that the developmental and collaborative methods. They found that the developmental and collaborative approaches offer advantages for ongoing teacher development. These methods emphasize guidance, open communication, and reciprocal trust of blame. Consequently, teachers become more encouraged and supported to enhance their teaching practice.

Hallinger and Lee (2021), on the one hand, have stressed the priority of conducting instructional supervision as a basic function of school leadership in improving instructional quality. The study confirmed that when school principals actively participate in supervision and instructional coaching, it can generate a great impact on improving the effectiveness and professionalism of their staff. Hallinger and Lee have stressed that supervision is best paired with CPD rather than administrative compliance.

Bush and Ng (2022) studied instructional supervision in the framework of supervision related to educational leadership and accountability. According to the study, supervision practices that emphasize trust, mentoring, and dialogue have been seen to result in enhanced teacher motivational and instructional performance. The study also established that for there to be sustainable instructional improvement and accountability, there is a need for developmental supervision as opposed to evaluative supervision.

Othman and Kasim (2024) conducted research examining the role of instructional supervision in secondary schools and its consequent effect on teacher performance. The conclusions of the research showed that the process of goal-setting and feedback had a significant effect in enhancing teacher performance. The research highlighted the importance of continuous and collaborative supervision in enhancing improvement in the effectiveness of teachers.

Teacher Performance

Teacher effectiveness is considered one of the major factors that affect student success and the general performance of a school. It is measured not only based on the knowledge of the subject matter but also by their ability to capture the interest of students by being good managers of the classroom environment and using the most appropriate teaching strategies. Currently, research on teacher effectiveness highlights the aspects of growth, motivation, and support from leadership.

Kyriakides et al. (2020) suggest that teacher effectiveness must be viewed as a construct comprising teaching quality, classroom surroundings, and professional behavior. They revealed that effective teachers tend to have certain standards. For instance, for the students, they have well-defined teaching objectives and excellent communication skills, and their effectiveness is greatly enhanced when they receive feedback and professional development support.

Tschannen and Gareis (2021) found that teachers possess self-efficacy, which means they believe they can make a difference in the lives of their students. Their research highlighted the importance of the aspect of performance. “Teachers who possess faith in their ability to conquer challenges in the classroom tend to create lessons and select learning strategies and remain resolute and focused in the face of challenges.”

On the other hand, Adarkwah (2022) highlighted her study on the effects of skills on the performance of teachers. The research findings indicated that teachers who effectively utilize technology as a learning strategy not only increase the engagement of their students but also help their own performance. Within the learning environment of the digital classroom, the ability of the teacher has become the benchmark of good performance.

In their inquiry on the relationship between professional development and classroom effectiveness, the findings of an investigation by Rahman et al. (2023) indicated that whenever educators take training sessions and interact with other teachers, they show considerable signs of improvement, specifically in the implementation of lessons, classroom discipline, and assessment techniques. They concluded that inferred and professional development is most likely to occur if it addresses the needs of the classroom and is effectively backed up.

The study conducted by Nguyen and Tran (2024) underscored that leadership provided by a principal that offers guidance, recognition, and mentorship positively impacts teachers’ morale and enhances their teaching efficiency. This is because when teachers are made aware that they are being recognized and promoted, their desire to convey information improves. The study also

pointed out that motivational leadership facilitates teachers' creativity to collaborate and take responsibility for their teaching role.

Darling-Hammond et al. (2021) highlighted that the performance of a teacher relies mostly on access to quality professional learning opportunities. They further established that "Through our analysis, we found that teachers who are involved in professional development activities, like job-embedded learning, use better strategies for instruction, display better classroom management, and have higher student achievement than their peers."

In the study that was conducted by Kraft et al. (2022), the researchers looked to understand the connection that exists between instruction coaching and teacher performance. The study findings indicated that teachers who benefit from coaching enhancement have better performance, especially in instruction, lesson planning, and engagement. The study demonstrated that teachers benefit when they are provided with feedback, especially at the beginning of their career.

Using the Teaching and Learning International Survey conducted by the OECD report of 2023, the researcher noted that teacher performance was affected by their working conditions, their professional autonomy, and the climate of the various schools where teachers work. This was because the research was conducted based on the observation that teachers perform better in an environment where they are recognized and appreciated for their work.

In a study conducted by Hattie and Zierer (2024) on factors influencing high-impact teaching, it was determined that the performance in teaching is significantly enhanced among individuals who practice evident learning strategies such as learning intentions, success criteria, and feedback. The study also focused on the point shown by their research that a good teacher is always responsive to student learning.

Flores and Gago (2025) examined teacher performance, focusing on post-pandemic education systems. They identified that increasingly, teacher performance is characterized by teacher adaptability, teacher resilience, and reflective practice, where there exists an increased performance and dedication dimension in teachers who are able to accommodate a variety of teaching strategies in response to learner diversity.

Finally, Williams and Ortega (2025) highlighted the significance of health in sustaining steady teacher performance. Their study revealed that educators facing burnout, stress, or an imbalance between work and personal life demonstrate reduced teaching effectiveness and poorer student results. On the one hand, institutions that foster mental health support and maintain a supportive work atmosphere see improved teacher involvement and consistent performance. Instructional supervision continues to be a concern in global educational studies particularly as schools across the globe seek greater teacher efficiency and improved student outcomes.

Range et al. (2021) investigated the effect of supervision on the growth of teachers in public schools. Their research revealed that supervision grounded in meetings and positive feedback encourages teachers to be more introspective and better equipped to modify teaching methods according to student requirements. Likewise, in Kenya, Wanjiku and Kariuki (2020) examined the impact of methods on teachers' performance in the classroom and found that frequent classroom observations combined with encouraging mentorship notably enhanced lesson presentation and student involvement.

In an African setting, Mensah (2022) studied the influence of instructional leadership and supervision on teacher effectiveness in Ghanaian junior high schools. The research indicated that educators who experienced supervision, alongside professional discussions, exhibited better classroom control and increased self-assurance in teaching advanced skills. Findings from studies align with these results.

In Indonesia, Nurhayati (2021) examined how academic supervision influences teacher professionalism in secondary schools. The study revealed that supervisors employing a coaching-

focused strategy rather than a commanding approach effectively improved teachers' abilities in planning, assessment, understanding, and teaching methods.

At the time, Hashem and Al-Rawi (2023) explored instructional supervision within Jordanian schools in the Middle East and discovered that developmental supervision approaches enhanced teachers' flexibility, innovation, and instructional choices. Throughout these investigations, a clear pattern appears that supervision that is nurturing, cooperative, and focused on development proves most successful in enhancing teacher effectiveness and professional advancement. Emphasizing adherence, these studies jointly indicate that supervision should be emphasized, as supportive supervision encourages teachers to be more assured and deliberate in their planning.

Meanwhile, Dela Cruz (2020) investigated teaching supervision methods in Quezon Province and found that positive feedback, combined with actual teaching demonstrations, greatly enhanced teachers' ability to deliver competency-based instruction effectively. Adding to the importance of mentorship, Santos and Bautista (2022) examined coaching-based supervision in Central Luzon. Their results indicate that educators who experienced coaching grew more reflective, flexible, and proactive in meeting various classroom challenges.

In Cebu Province, Lopez (2021) highlighted the significance of walkthrough observing the regular observation paired with prompt, detailed feedback, enabling teachers to more effectively align their lessons with standard and suitable assessment instruments.

Within the Mindanao setting, Mendez (2023) explored supervision in junior high schools and discovered that supervisory methods sensitive to culture promoted teachers to adapt instruction, enhancing inclusivity in classrooms with growing diversity. Collectively, these studies demonstrate that instructional supervision in the Philippines is most effective when based on trust, teamwork, and ongoing professional conversations.

Synthesis

The reviewed literature emphasizes that instructional supervision is essential in improving teachers' performance and effectiveness. Various studies highlight that supervision's benefits are greater when it extends past administrative checks and assessments toward cooperation, support, and professional development. Organized observations, feedback, mentoring, and involvement in reflective activities help teachers enhance their teaching methods, handle classrooms more efficiently, and present lessons with increased assurance. Effective professional growth is ongoing, introspective, and cooperative. Self-evaluation, professional learning networks, and focused support greatly influence a teacher's competence, adaptability, and enthusiasm. Additionally, excellent teaching relies on elements such as self-confidence, strong leadership, digital proficiency, and emotional health, all of which are enhanced by purposeful oversight.

Theoretical Framework

This research is founded on three theories that describe how effective supervision supports teacher development. Initially, Gerald Cogan's Clinical Supervision Model functions like a mentor. Glickman et al. (2022) suggest that educators develop effectively via a continuous process of observing, discussing, and enhancing, not merely through a single assessment. This implies that supervision succeeds by providing teachers with an approach to self-reflection and improvement.

Secondly, Albert Bandura's Self-Efficacy Theory centers on confidence. When educators trust in their ability to succeed, they put effort and become more innovative.

Tschannen et al. (2022) Encouraging supervision fosters this confidence by offering support, demonstrating methods, and establishing a secure environment for learning, which increases teachers' readiness to take risks in their teaching.

Ultimately, Gary Becker's Human Capital Theory considers teachers as the most important resource of a school. Darling-Hammond et al. (2021) suggest that dedicating resources to teachers via supervision is comparable to investing in a business's prospects, which enhances their abilities

and efficiency, resulting in improved student outcomes. In essence, these concepts indicate that supervision goes beyond formalities. This is a method that, if executed properly, guides teachers through reflection, enhances their confidence to innovate, and commits to their development, all aimed at supporting student success.

Taken collectively, these theories explain the multifaceted impact of instructional supervision on teacher performance. Clinical Supervision Theory explains the process of instructional supervision, Self- Efficacy Theory explains the motivation for instructional supervision to improve teacher performance, and Human Capital Theory explains the reasons why schools gain from instructional supervision. Thus, the combination of these theories offers a robust theoretical foundation for investigating the effects of instructional supervision on the performance of secondary school teachers in relation to lesson planning, teaching methods, engagement, assessment, and professional development.

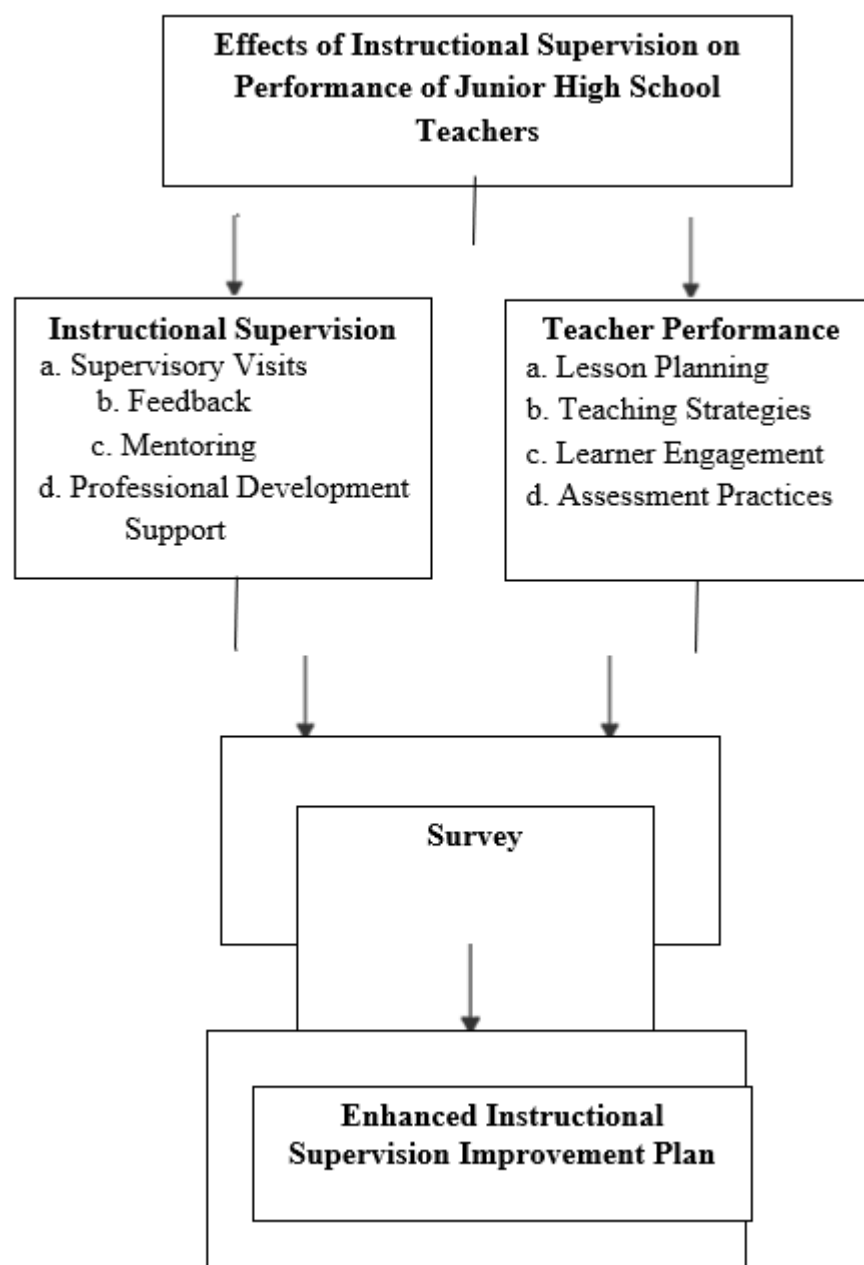


Figure SEQ Figure * ARABIC 1. Conceptual Framework

This conceptual framework outlines the progression of the study regarding the effects of instructional supervision on the performance of Junior High School Teachers. It includes the independent variable instructional supervision, characterized by supervisory visits, feedback, mentoring, and professional development support, and the dependent variable teacher

performance demonstrated through lesson planning, teaching methods, student involvement, and assessment techniques. Information will be gathered through a survey conducted to capture views and experiences related to supervision and performance among Junior High School teachers. The findings after evaluation serve as the foundations for creating an Enhanced Instructional Supervision Improvement Plan that offers evidence-supported strategies designed to strengthen methods and boost teacher effectiveness.

Statement of the Problem

This study intended to examine the effects of supervision on the effectiveness of Junior High teachers at Don Carlos Ledesma National High School for School Year 2025-2026. In particular, it strives to answer the following problems.

1. What is the level of instructional supervision as perceived by Junior High School teachers in terms of:
 - a. supervisory visits;
 - b. feedback;
 - c. mentoring; and
 - d. professional development support?
2. What is the level of teacher performance of the respondents in terms of:
 - a. lesson planning;
 - b. teaching strategies;
 - c. learner engagement; and
 - d. assessment practices?
3. Is there a significant relationship between instructional supervision and the performance of Junior High School teachers?
4. What supervisory enhancement plan may be developed based on the findings of the study?

Hypothesis

HA: There is a significant relationship between instructional supervision and the performance of Junior High School teachers.

Significance of the Study

In particular, the findings of the research are useful to the individuals listed below.

School Administrators. This study will provide them with insights about the supervisory approaches that best improve teacher effectiveness.

Educators. This research aims to assist educators in realizing that supervision serves not only as assessment but also as a means of professional support and development.

Students. Learners will gain indirectly from this study since enhanced teacher effectiveness is closely linked with instruction, increased classroom involvement, and higher student success.

Local Community Members. The research will aid in enhancing the school's educational standards because proper oversight fosters teacher ability and student achievement.

Guardians. The research can assist parents and guardians in understanding the effect of teachers' guidance and oversight on their child's education. With this insight, they can effectively support their child at home, collaborate closely with teachers, and contribute to their child's academic and personal development.

Future Researchers. This research may act as a resource for investigations on instructional supervision, teacher development, and performance, offering a foundation of data and literature backing.

Scope of the Study

This research examined the practice of instructional supervision by school heads and instructional supervisors, as well as its outcome on the performance of Junior High School teachers. It particularly concentrated on supervision visits, feedback, coaching, and support for professional development and its correlation to planning, teaching practices, engagement, and assessment done by the school's junior high school teachers.

The study was conducted at Don Carlos Ledesma National High School for the school year 2025-2026. The respondents were fifty (50) junior high school teachers of the said school. They are the total population of junior high school teachers of the school and were entirely included in the study using a total sampling approach. A quantitative descriptive-correlational design was utilized to describe current supervisory processes and measure linkages between instructional supervision and teachers' performance. The data was gathered using an organized survey research tool that has been verified and tested for reliability. Data were analyzed utilizing relevant statistics such as weighted mean and correlation analysis.

However, the study covered only junior high school teachers and were generalizable to other grade levels. Other variables that could potentially affect teacher performance, like facilities and the leadership style of administrators, were not included unless directly related to the instructional process and supervision. The outcomes of the study were intended to provide insights for improving instructional practices and increasing the quality of instruction.

Definition of Terms

The following terms are defined operationally to lend clarity and provide a common understanding of the concepts used in this study.

Assessment Practices. Pertain to the manner by which teachers assess learners' grasp, progress, or attainment in acquiring knowledge or skills.

Feedback. It is defined as the suggestions, comments, and recommendations made by the supervisors in order to improve the performance of the teachers after observing them in the classroom.

Instructional Supervision. The process of observing, supervising, and assisting teachers in performing their instructional duties of classroom teaching through observation, sessions, supervision, and training programs for improving the effectiveness of the teachers.

Learner Engagement. It is the extent to which the active participation or involvement of the learners is encouraged and maintained by the teacher in class.

Lesson Planning. It is the act of designing the plans, goals, activities, and content based on the curriculum and the needs of the learners.

Mentoring. It is defined as a process whereby professional supervision, support, and help are offered by senior educators to improve the teaching skills and development of classroom teachers.

Professional Development. Support relates to the training sessions, workshops, seminars, coaching, and other forms of learning activities offered to the educators to upgrade their knowledge base, skills, and abilities.

Supervisory Visits. These are visits to the classroom, either scheduled or unscheduled, by the heads of the school or the instructional supervisors to check the instructional practices.

Teacher Performance. It is defined as how well teachers are in doing their work of instructing pupils, which is measured in this study based on aspects of lesson planning, instructional methodologies, engagement with students, and assessment.

CHAPTER II

Methodology

This chapter presents the methodological framework of this research, encompassing the research design, respondents, sampling procedure, research instrument, data collection process, data analysis procedure, statistical tools, and ethical considerations.

Research Design

This research design employed in the study was descriptive-correlational to investigate the relationship between instructional supervision and performance of the Junior High School Teachers. A descriptive-correlational design is a quantitative method of research that seeks to explore the relationship between variables without manipulating them. The design enables the researcher to describe the features of the data collected and determine the strength and nature of the relationship between the variables using statistical procedures such as Weighted mean and Pearson Product-Moment Correlation Coefficient. The study collected data from respondents through a survey questionnaire. Using this approach, the researcher was able to evaluate and interpret the extent of instructional supervision, as well as the performance of the Junior High School Teachers.

Respondents of the Study

The participants consist of 50 Junior High School Teachers at Don Carlos Ledesma National High School for the School Year 2025-2026. Since the total number of teachers is relatively small, this research applied total sampling, including every teacher, in the group. This approach guarantees that all teacher perspectives are considered and that a comprehensive understanding of how instructors perceive the effect of supervision is thoroughly achieved. The researcher may also involve more teachers from different experiences and backgrounds, which enhances the credibility of the findings through increased diversity. No sampling subset was required or computed since the entire population was utilized.

Table 1. Distribution of Respondents

Grade level	Junior High School Teachers	Percentage
Grade 7	14	28%
Grade 8	12	24%
Grade 9	12	24%
Grade 10	12	24%
Total	50	100%

Research Instrument

The instrument used for data collection in the study was a self-designed survey questionnaire. Measuring the effects of instructional supervision on teacher performance was the main focus of the survey. Each item was assessed using a five-point Likert scale from Strongly Disagree to Strongly Agree. This approach enabled the researcher to capture teachers' views on supervisory practices, professional growth, and general teaching effectiveness. The instrument was developed according to the literature reviewed, confirmed by specialists, and pilot tested for clarity and consistency before its ultimate implementation.

Validity and Reliability of the Research Instrument

The method for ensuring content validity of the research tool was carried out in accordance with Good and Scates (1954). Three experts in the field carefully examined the instrument to determine whether each item was clear, relevant, and contributed to achieving the study's aim of determining the effects of supervision on teachers' performance. Every reviewer examined the tool carefully, focusing on removing responses or items that were unclear, ambiguous, or

contained double-barreled statements. All recommended modifications were applied to adhere to the established criteria for content validity, ensuring the instrument was suitable for use with the participants. The instrument achieved an overall validity rating of 4.82 (Excellent), indicating that all items were highly suitable for research purposes.

The reliability of the research instrument was confirmed after the questionnaire was reviewed and validated by experts. A preliminary test was carried out with a set of teachers who are not included among the main participants. The findings were subsequently subjected to reliability analysis employing Cronbach's Alpha to assess the consistency of each segment of the questionnaire, especially the parts concerning instructional supervision, teacher development, and teacher effectiveness. A Cronbach's Alpha score of 0.70 or above was deemed a satisfactory signifying that the tool produced consistent answers. After establishing reliability, the modified instrument was administered to research participants.

Data Collection Procedure

The researcher officially sought authorization from the Assistant Schools Division Superintendent to carry out the research. After receiving approval, copies of the endorsement letter were distributed to the Public Schools District Supervisor and the relevant school administration for coordination. After receiving approval, the process was organized and streamlined. Once the forms were completed, the researcher collected them. All responses were organized, tallied, and compiled. The responses were analyzed to obtain the effects of instructional supervision on professional development and performance of secondary school teachers.

Data Analysis Procedure

The data acquired from the surveys were analyzed through descriptive statistical methods. To determine the level of supervision and teacher performance, some evaluative methods that were used were Weighted Mean and Pearson Product-Moment Correlation for the significant relationship of Instructional Supervision and Teacher Performance. To ensure the accuracy and reliability of the results, all the statistical exercises were conducted using statistical software.

Statistical Treatment

Statistical methods were applied to processed data from the survey questionnaires to address the research questions. Descriptive statistics, the weighted mean was employed to evaluate the level of instructional supervision and teacher performance according to the respondents' views. To investigate the connection between supervision and teacher performance, the Pearson Product-Moment Correlation coefficient (r) was applied. Moreover, the dependability of the research tool was confirmed via a pilot study, with consistency assessed by Cronbach's Alpha. All statistical evaluations were performed using statistical software to guarantee the precision and credibility of the findings.

To address the objectives of this study, appropriate statistical tools were applied to each research question.

1. Weighted Mean

Used to determine the level of instructional supervision and teacher performance.

$$\bar{X} = \frac{\sum (f \cdot x)}{N}$$

Where:

$\bar{X}$ = Weighted mean

f = Frequency of each response

x = Numerical value assigned to each response (e.g., Strongly Agree = 5, Agree = 4, etc.)

N = Total number of respondents

Scale and Interpretation of the Level of Instructional Supervision and Teacher Performance

Legend:

Scale	Mean Range	Interpretation	I = Interpretation
5	4.21 – 5.00	Very High (VH)	w $\bar{x}$ = Weighted Mean
4	3.41 – 4.20	High (H)	f = Frequency
3	2.61 – 3.40	Moderate (M)	
2	1.81 – 2.60	Low (L)	
1	1.00 – 1.80	Very Low (VL)	

2. Pearson's Product Moment Correlation Coefficient (r)

Used to determine the significant relationship between instructional supervision and teacher performance.

Formula Used:

Pearson's r :

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

r : The Pearson correlation coefficient.

N : The number of pairs of data points.

$\sum XY$: The sum of the product of each paired X and Y value.

$\sum X$: The sum of all X values.

$\sum Y$: The sum of all Y values.

$\sum X^2$: The sum of the squares of each X value.

$\sum Y^2$: The sum of the squares of each Y value.

Ethical Considerations

This research adhered to the highest ethical standards. All procedures complied with the Data Privacy Act of 2012 (RA 10173) and DepEd guidelines on research (DepEd Order No. 16, s. 2017). This thesis was being presented to Colegio de Santa Rita de San Carlos, Inc. Graduate

School for assessment as a component of the criteria. To maintain integrity and reliability, ethical guidelines were rigorously followed throughout the research process. Before gathering data, the researcher obtained authorization from the Assistant Schools Division Superintendent of San Carlos City, as well as permission from the School Principal. All participants received information about the study's purpose, procedure, potential risks, and expected benefits. Participants were assured that their participation was entirely voluntary and that they could withdraw from the process at any time without any consequences. Their identities were kept confidential, and all information collected was securely stored to ensure privacy.

CHAPTER III

Results and Discussion

This chapter presents the analysis and interpretation of the data gathered from the questionnaire and the documents related to the topic issues and hypotheses of this research.

Table 2 A. Level of Instructional Supervision as perceived by Junior High School teachers in terms of Supervisory Visits

Statement	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		TOTAL		w $\bar{x}$	I
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)		
Being observed motivates me to improve my teaching.	15	30.00	30	60.00	5	10.00	0	0.00	0	0.00	50	100	4.20	H
Classroom observations are conducted fairly.	11	22.00	35	70.00	4	8.00	0	0.00	0	0.00	50	100	4.14	H
The purpose of supervisory visits is clearly explained.	12	24.00	31	62.00	7	14.00	0	0.00	0	0.00	50	100	4.10	H
Supervisors follow up on whether teachers apply their suggestions.	8	16.00	36	72.00	6	12.00	0	0.00	0	0.00	50	100	4.04	H
Total/General w $\bar{x}$	56	22.40	164	65.60	30	12.00	0	0.00	0	0.00	250	100	4.20	H

Note. N = 50; W $\bar{X}$ = Weighted Mean; I = Interpretation; f = Frequency; % = Percentage Scale/Mean Range/Interpretation: 5 = 4.21-5.00 (Very High); 4 = 3.41-4.20 (High) 3 = 2.61-3.40 (Moderate) 2 = 1.81-2.60 (Low) 1 = 1.00-1.80 (Very Low)

The survey findings in Table 2A indicated that supervisory visits are highly practiced; this is supported by the overall weighted mean of 4.20, interpreted as High. The indicator with the highest weighted mean is “*Being observed motivates me to improve my teaching*” (M=4.20, H), meaning that supervisors regularly observed classrooms, gave clear explanations of the visits’ objectives, followed up on instructional recommendations, and inspired teachers in a way that was both supportive and developmental.

The lowest “*Supervisors follow up on whether teachers apply their suggestions.*” (M=4.04, H) Supervisors are regular visitors in the classroom; they know instructional realities and give feedback relevant to supporting instructional improvement.

Such an interpretation can be justified by the findings brought up by Glickman et al. (2021), who explained that positive supervisory visits, when done on a regular basis, can enhance the quality of instruction.

I-Fadhil, A. N. (2025) found that supervisory visits are the most important supervisory practices that have a positive impact on teacher performance, thus confirming the importance of supervisory visits by school administrators in enhancing teachers' performance.

Table 2 B. Level of Instructional Supervision as Perceived by Junior High School Teachers in Terms of Feedback

Statement	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		TOTAL		w $\bar{x}$	I
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)		
The feedback I receive helps me improve my classroom instruction.	21	42.00	29	58.00	0	0.00	0	0.00	0	0.00	50	100	4.42	VH
Feedback helps me identify specific areas for improvement.	19	38.00	29	58.00	2	4.00	0	0.00	0	0.00	50	100	4.34	VH
Feedback encourages me to try new teaching approaches.	22	44.00	28	56.00	0	0.00	0	0.00	0	0.00	50	100	4.30	VH
Feedback is provided within 3 days after classroom visit.	16	32.00	26	52.00	8	16.00	0	0.00	0	0.00	50	100	4.16	H
The feedback I receive is clear and easy to understand	17	34.00	29	58.00	4	8.00	0	0.00	0	0.00	50	100	4.14	H
Total/General w $\bar{x}$	95	38.00	141	56.40	14	5.60	0	0.00	0	0.00	250	100	4.30	VH

On the basis of these results in Table 2B, there is a strongly effective feedback system with a weighted mean score of 4.30, which lies under “Very High”. Positive feedback can enhance the levels of self-confidence that teachers experience.

The highest-rated indicator “*The feedback I receive helps me improve my classroom instruction.*” (M=4.42, VH) Positive feedback can enhance the levels of self-confidence that teachers experience. The lowest indicator “*The feedback I receive is clear and easy to understand.*” (M=4.14, H) Feedback is provided on time, is understandable, and serves as a motivating factor for experiments with new thoughts in class.

This is in support of the views advanced by Hattie & Timperley (2022), who advocated that high-quality feedback would make a tremendous impact on the teaching capability of a teacher.

Bubbico et al. (2024) emphasized that constructive feedback during supervisory visits and coaching activities has a great impact on improving teachers' instructional practices, such as lesson delivery, assessment literacy, and professional reflection.

Table 2 C. Level of Instructional Supervision as perceived by Junior High School teachers in terms of Mentoring

Statement	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		TOTAL		w $\bar{x}$	I
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)		
Mentoring motivates me to continuously develop my teaching skills.	22	44.00	28	56.00	0	0.00	0	0.00	0	0.00	50	100	4.44	VH
Mentoring sessions address my professional development needs.	16	32.00	32	68.00	2	4.00	0	0.00	0	0.00	50	100	4.44	VH
Mentoring sessions focus on my teaching needs.	18	36.00	29	58.00	0	6.00	0	0.00	0	0.00	50	100	4.30	VH
My mentor provides guidance that supports my professional growth.	13	26.00	33	66.00	4	8.00	0	0.00	0	0.00	50	100	4.18	H
My mentor helps me reflect on and improve my classroom practices.	15	30.00	29	64.00	3	6.00	0	0.00	0	0.00	50	100	4.24	VH
Total/General w $\bar{x}$	84	33.60	154	62.40	12	4.80	0	0.00	0	0.00	250	100	4.32	VH

Table 2C revealed that mentoring received a very high average weighted score of 4.32, thereby ascertaining the efficiency of the practices for the element of mentoring. The educational professionals evaluated the significance and motivational implications of the mentorship sessions with respect to their professional requirements.

The highest indicator “*Mentoring motivates me to continuously develop my teaching skills.*” (M=4.44, VH) Reflecting the effectiveness of structured mentoring in promoting professional growth, confidence, and reflective teaching. The lowest indicator “*My mentor helps me reflect on and improve my classroom practices.*” (M=4.24, VH) Such findings imply that mentoring promotes reflection in teaching and professional learning, which enables teachers to enhance their teaching practices in class.

This was validated by Hudson (2021), who highlighted the importance of structured mentoring in enhancing the teaching capability of instructors by promoting confidence, development, and reflection.

Smith et al. (2023). This study found that mentoring activities in instructional supervision practices have a significant impact on improving teachers’ instructional practices, such as lesson delivery, assessment literacy, and professional reflection.

Table 2 D. Level of Instructional Supervision as Perceived by Junior High School Teachers in Terms of Professional Development Support

Statement	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		TOTAL		w $\bar{x}$	I
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)		
I apply what I learn from professional development in my teaching	38	76.00	12	24.00	0	0.00	0	0.00	0	0.00	50	100	4.76	VH
Professional development activities are aligned with my teaching subject and needs.	35	70.00	15	30.00	0	0.00	0	0.00	0	0.00	50	100	4.70	VH
I am encouraged to attend seminars, workshops, or training programs.	33	66.00	17	34.00	0	0.00	0	0.00	0	0.00	50	100	4.66	VH
Supervisors recommend trainings that match my needs.	29	58.00	21	42.00	0	0.00	0	0.00	0	0.00	50	100	4.58	VH
The school administration supports my participation in professional development.	27	54.00	23	46.00	0	0.00	0	0.00	0	0.00	50	100	4.54	VH
Total/General w $\bar{x}$	162	64.80	88	35.20	0	0.00	0	0.00	0	0.00	250	100	4.65	VH

Based on the data from Table 2D, support for professional development activities recorded a very high score of 4.65. This is clear because teachers felt encouraged through recommendations according to their needs, and were able to apply the gained knowledge in their practice.

The highest indicator “*I apply what I learn from professional development in my teaching*” (M=4.76, VH), indicating that teachers were encouraged to participate in relevant trainings aligned with their needs and were able to apply acquired knowledge in their classroom practice.

The lowest indicator “*The school administration supports my participation in professional development.*” (M=4.54, VH) This result indicates that all staff development activities should be based on identified needs and should have practical applications in addressing those needs.

This agrees with Darling et al. (2022), who argued that good professional development is content-based, sustained, and connected to practice. She highlighted that supervisors adopting an encouraging style foster positive professional development.

Guskey et al. (2022). This study revealed that professional development aligned with instructional supervision has a significant impact on improving the effectiveness of teachers when workshops,

coaching, and support are integrated into a cohesive system to develop teachers' pedagogical and assessment skills.

Table 2 E. Comparative Analysis of the Level of Instructional Supervision as perceived by Junior High School Teachers

INSTRUCTIONAL SUPERVISION	OVERALL MEAN	INTERPRETATION
Supervisory Visits	4.20	H
Feedback	4.30	VH
Mentoring	4.32	VH
Professional Development Support	4.65	VH
Overall	4.34	VH

Apparently, as indicated by the summary table elsewhere in this paper, the level of instructional supervision is rated as Very High since the overall weighted mean is 4.34, which falls in the category of Strongly Agree. Thus, this is an indication that teachers' perception of the effectiveness of instructional supervision is always positive. This is further reinforced by the fact that all the indicators were rated as either Agree or Strongly Agree.

Furthermore, the small percentage obtained in Neutral answers and the absence of answers in Disagree and Strongly Disagree categories clearly portray the consensus among teachers about the positive effects of supervision.

This is supported by Hallinger et al. (2021) the importance of effective instructional supervision practices in improving teaching quality and achieving high perception rating is stressed in the study.

Bush (2022) points out that very high levels of teacher satisfaction and teaching effectiveness are achieved through effective supervision practices that emphasize professional development and instructional support.

Table 3 A. Level of Teacher Performance in Terms of Lesson Planning

Statement	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		TOTAL		w $\bar{x}$	I
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)		
Lesson planning allows me to anticipate learners' needs.	37	74.00	13	26.00	0	0.00	0	0.00	0	0.00	50	100	4.74	VH
My lesson plans are clear and organized.	34	68.00	16	32.00	0	0.00	0	0.00	0	0.00	50	100	4.68	VH
Supervisory feedback is used to enhance my lesson planning.	32	64.00	18	36.00	0	0.00	0	0.00	0	0.00	50	100	4.64	VH
I prepare lesson plans aligned with the curriculum.	31	62.00	19	38.00	0	0.00	0	0.00	0	0.00	50	100	4.62	VH
Supervisors check my lesson plans and provide suggestions.	28	56.00	20	40.00	2	4.00	0	0.00	0	0.00	50	100	4.52	VH
Total/General w $\bar{x}$	162	64.80	86	34.20	2	0.08	0	0.00	0	0.00	250	100	4.64	VH

Table 3A revealed that the level of teaching competency in lesson planning is quite high, as evident from the overall weighted mean of 4.64, which is at the level of "Very High". Teachers have been preparing lesson plans that have a good structure and are student-centered.

The highest “*Lesson planning allows me to anticipate learners’ needs.*” (M=4.74, VH) This indicator shows systematic planning for lessons, reflection, and supervision employed for planning, which helps teachers prepare for the needs of the learners.

The lowest indicator, “Supervisors check my lesson plans and provide suggestions.” (M=4.52, VH) indicates that teachers consistently prepared well-structured, learner-centered lesson plans and effectively utilized supervisory feedback.

This is supported by Ornstein & Hunkins (2022), who asserted, “Lesson planning can be improved through instructional supervision.”

Hoffman et al. (2023) revealed that instructional supervisors’ feedback and collaborative planning sessions significantly improve teachers’ lesson planning, leading to more structured, standards-aligned, and learner-centered lessons.

Table 3 B. Level of Teacher Performance in terms of Teaching Strategies

Statement	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		TOTAL		w $\bar{x}$	I
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)		
I use differentiated strategies to meet learners’ needs.	38	76.00	12	24.00	2	4.00	0	0.00	0	0.00	50	100	4.76	VH
My lessons connect to learners’ real-life experiences.	37	74.00	13	26.00	0	0.00	0	0.00	0	0.00	50	100	4.74	VH
I use different strategies to make my lessons interesting.	35	70.00	15	30.00	0	0.00	0	0.00	0	0.00	50	100	4.70	VH
I use differentiated strategies to meet learners’ needs.	33	66.00	17	34.00	0	0.00	0	0.00	0	0.00	50	100	4.66	VH
I modify teaching strategies according to feedback from supervisors.	32	64.00	18	36.00	0	0.00	0	0.00	0	0.00	50	100	4.64	VH
Total/General w $\bar{x}$	162	70.00	75	30.00	2	0.08	0	0.00	0	0.00	250	100	4.70	VH

Table 3B presents the data that teaching strategies scored a very high weighted mean of 4.70, implying that the teachers are using effective learning strategies that are varied, adaptive, and reflective.

The highest indicator “*I use differentiated strategies to meet learners’ needs.*” (M=4.76, VH) They adjust their strategies according to the feedback provided by the supervisor, make learning relate to real life through real-life situations, and use differentiated learning strategies. The lowest “*I modify teaching strategies according to feedback from supervisors.*” (M=4.64), showing that teachers employed varied, adaptive, and reflective instructional approaches responsive to learner needs.

The provision of this explanation is in accordance with Stronge (2021), who emphasized that effective teachers continuously refine their instructional strategies through feedback and reflection to meet learners’ needs.

Darling-Hammond et al. (2022). The research shows that teaching strategies support teachers in adopting varied, evidence-based instructional approaches, such as differentiated instruction, cooperative learning, and formative practices, which improve classroom teaching and student learning.

Table 3 C. Level of Teacher Performance in terms of Learner Engagement

Statement	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		TOTAL		w $\bar{x}$	I
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)		
I encourage group work and class participation.	39	78.00	11	22.00	0	0.00	0	0.00	0	0.00	50	100	4.78	VH
I provide opportunities for students to express their ideas, opinions, and questions during discussions.	36	72.00	14	28.00	0	0.00	0	0.00	0	0.00	50	100	4.72	VH
I design activities that engage students actively.	35	70.00	15	30.00	0	0.00	0	0.00	0	0.00	50	100	4.70	VH
I apply multiple assessment methods to evaluate student learning.	33	66.00	17	34.00	0	0.00	0	0.00	0	0.00	50	100	4.66	VH
I use strategies that motivate students to stay focused and participate throughout the lesson.	32	64.00	18	36.00	0	0.00	0	0.00	0	0.00	50	100	4.64	VH
Total/General w $\bar{x}$	175	70.00	75	30.00	0	0.00	0	0.00	0	0.00	250	100	4.70	VH

Table 3C presents the data that learner engagement had a very high overall weighted mean of 4.70, suggesting learners are highly engaged in learner focused approaches. The high-rated indicator “*I encourage group work and class participation.*” (M=4.78, VH) The teachers involve learners in activities that win their attention, as well as encourage them to remain engaged in class.

The lowest-rated item, “*I use strategies that motivate students to stay focused and participate throughout the lesson*” (M=4.64, VH), teachers successfully implemented learner-centered and interactive strategies that actively involved students in the learning process.

This was supported by Fredricks et al. (2022) in explaining the importance of learner engagement and participation in enhancing motivation and outcomes in the educational sphere.

Knight J. (2022) highlighted that classroom observations with formative feedback enhance teaching practices that increase learner engagement.

Table 3 D. Level of Teacher Performance in terms of Assessment Practices.

Statement	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		TOTAL		w $\bar{x}$	I
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)		
I align my assessment tasks with the learning objectives of the lesson.	36	76.00	12	24.00	0	0.00	0	0.00	0	0.00	50	100	4.76	VH
I use a variety of assessment tools to measure learning.	36	72.00	14	28.00	0	0.00	0	0.00	0	0.00	50	100	4.72	VH
I provide timely and constructive feedback to help students improve their performance.	31	62.00	19	38.00	0	0.00	0	0.00	0	0.00	50	100	4.62	VH
I use assessment results to adjust my teaching strategies when necessary.	30	60.00	17	34.00	3	0.00	0	0.00	0	0.00	50	100	4.54	VH
My assessments are designed to be fair, clear, and suitable for students' learning levels.	27	54.00	23	46.00	0	0.00	0	0.00	0	0.00	50	100	4.54	VH
Total/General w $\bar{x}$	162	64.80	85	34.00	3	1.02	0	0.00	0	0.00	250	100	4.63	VH

Table 3D presents the interpretation of assessment practices scored high with a weighted mean of 4.63, showing great utilization of different assessment tools that are both aligned and fair.

The highest-rated item “*I align my assessment tasks with the learning objectives of the lesson.*” (M=4.76, VH), indicating effective use of aligned and fair assessment tools and the use of assessment results to improve teaching and learning.

The lowest-rated indicator “*My assessments are designed to be fair, clear, and suitable for students’ learning levels.*” (M=4.54, VH) Assessment data is used to inform teaching practices as teachers offer feedback on the same.

This finding is in support of Black and Wiliam (2023), who put greater emphasis on the importance of formative assessment and feedback in enhancing learning outcomes.

Popham, W.J. (2023) emphasized that continuous formative assessment practices and constructive feedback improve teachers’ ability to design and use varied assessments, thereby enhancing instructional decisions and student learning outcomes.

Table 3 E. Comparative Analysis of the Level of Instructional Supervision as Perceived by Junior High School Teachers

INSTRUCTIONAL SUPERVISION	OVERALL MEAN	INTERPRETATION
Lesson Planning	4.64	VH
Teaching Strategies	4.70	VH
Learner Engagement	4.70	VH
Assessment Practices	4.63	VH
Overall	4.67	VH

In fact, as depicted in the table below, which summarizes all the results, the level of performance among teachers is at a very high standard; that is, the general weighted mean is 4.67, meaning Strongly Agree. The practice of the teachers is strongly positive in lesson planning, teaching strategies, engagement, and so forth. Supervisory feedback is used by them to aid and improve their planning skills. Classroom practices are engaging; several activities are used, promoting learning through discussions and group work. Assessment practices of teachers are comprehensive and diverse.

Glickman et al. (2022) state that ongoing collaborative instructional supervision enhances teaching practices and leads to high levels of supervisory effectiveness. Darling-Hammond et al. (2021) point out how teacher performance can be enhanced by professional development.

Table 4. Correlation Between Instructional Supervision and Teacher Performance

Teacher Performance Interpretation
Instructional Pearson Correlation 0.896 Supervision Significance (2-tailed) 0.040 Significant N 50
0.05 level of significance df =n-1

The correlation analysis, as presented in Table 4, revealed that there is a significant relationship between instructional supervision and teacher performance. The computed Pearson correlation coefficient ($r = 0.896$) indicates a strong positive correlation between the two variables. Moreover, the p-value of 0.040 is lower than the 0.05 level of significance, confirming that the relationship is statistically significant.

Recent research has confirmed the existence of a significant relationship between instructional supervision and teacher performance. Sanchez and Lugo (2025) reported that positive and developmental instructional supervision had a positive effect on teacher proficiency. Castillo (2024) also found that a strong positive correlation existed between strategies of instructional

supervision, including classroom observation and feedback, and teacher performance. This supports the fact that effective instructional supervision is crucial in enhancing teacher performance.

CHAPTER IV

Summary of Findings, Conclusions, and Recommendations

The conclusions drawn directly from the analysis and interpretation of information gathered from junior high school teachers on instructional supervision and teacher performance are further emphasized in this chapter, specifically in the section where there is a summary of the findings of the study that was conducted.

Summary of Findings

The purpose of the study was to examine the effects of instructional supervision on the performance of junior high school teachers in Don Carlos Ledesma National High School in the Division of San Carlos City during the school year 2025-2026.

The weighted mean of supervisory visits was 4.20 (High), feedback was rated very high with a weighted mean of 4.30, mentoring also received a very high rating with a weighted mean of 4.32, professional development support recorded the highest weighted mean of 4.65 (Very High), and the level of instructional supervision is rated as Very High since the overall weighted mean is 4.34, which falls in the category of Strongly Agree.

The findings revealed that the level of teacher performance was very high in all areas, lesson planning obtained a weighted mean of 4.64, teaching strategies recorded a weighted mean of 4.70, learner engagement also achieved a very high weighted mean of 4.70, assessment practices yielded a weighted mean of 4.63, and the level of performance among teachers is at a very high standard; the general weighted mean is 4.67, meaning Strongly Agree.

The correlation analysis revealed a significant and positive relationship between instructional supervision and teacher performance. The computed Pearson correlation of $r=0.896$ with a p-value of 0.040 and the level of significance indicates that higher levels of instructional supervision are associated with higher levels of teacher performance. This result confirms that effective supervisory practices of school heads significantly contribute to improving teachers' instructional effectiveness.

Based on the results, a supervisory enhancement plan may be developed focusing on sustaining regular supervisory visits, strengthening timely and constructive feedback mechanisms, institutionalizing mentoring programs, and providing continuous, needs-based professional development to further enhance teacher performance and instructional effectiveness.

Conclusions

Based on the findings of the study, it is concluded that instructional supervision significantly influences the effectiveness of Junior High School teachers. The very high level of supervisory practices, particularly in supervisory visits, feedback, mentoring, and professional development support, contributes to the very high level of teacher performance in lesson planning, teaching strategies, learner engagement, and assessment practices. Furthermore, the significant positive relationship between instructional supervision and teacher performance confirms that effective and supportive supervision serves as a vital mechanism for improving instructional quality. Therefore, instructional supervision should be viewed not merely as an evaluative process but as a continuous, developmental, and collaborative effort aimed at enhancing teaching and learning outcomes.

Recommendations

Based on the conclusions drawn from the study, the following recommendations are proposed:



For School Heads and Instructional Supervisors. School heads and supervisors should continue and strengthen effective supervisory practices by conducting regular and supportive classroom visits, providing timely and constructive feedback, and fostering a culture of mentoring and collaboration among teachers.

For Teachers. Teachers are encouraged to actively engage in supervisory activities, utilize feedback constructively, and participate in mentoring and professional development programs to further enhance their instructional skills and teaching effectiveness.

For the Department of Education (DepEd). The Department of Education may consider institutionalizing structured supervisory enhancement programs that focus on mentoring, feedback mechanisms, and sustained professional development aligned with teachers' identified needs.

For Future Researchers. Future studies may explore other variables related to instructional supervision and teacher performance, such as leadership styles, school culture, or learner outcomes, and may use a larger sample size or different research designs to validate and extend the findings of this study.

ENHANCED INSTRUCTIONAL SUPERVISION IMPROVEMENT PLAN

Introduction

Instructional Supervision is a key mechanism for improving teaching quality and supporting teachers' professional growth. Through systematic guidance, monitoring, and feedback, effective supervision helps ensure that classroom practices are aligned with curricular standards and responsive to learners' needs.

At Don Carlos Ledesma National High School, strengthening instructional supervision is essential to further enhance teacher performance and instructional effectiveness. The Enhanced Instructional Supervision Improvement Plan is designed to provide structured supervisory visits, timely and constructive feedback, expanded mentoring opportunities, and targeted professional development activities. This plan aims to support continuous improvement in lesson planning, teaching strategies, learner engagement, and assessment practices, ultimately fostering a more effective and supportive learning environment for both teachers and students.

I. Rationale and Theoretical Basis

Instructional Supervision is essential in improving teaching quality and supporting teachers' continuous professional growth. Effective supervision provides systematic guidance, constructive feedback, and professional support that enhance instructional practices and learner outcomes.

This improvement plan is grounded in Cogan's Clinical Supervision Theory, which emphasizes collaborative supervision and reflective feedback, and Human Capital Theory, which recognizes teachers' competencies as vital investments in school effectiveness. Anchored on these theories, the Enhanced Instructional Supervision Improvement Plan aims to strengthen instructional practices and foster a supportive, growth-oriented learning environment at Don Carlos Ledesma National High School.

II. Purpose

To strengthen instructional supervision practices in Don Carlos Ledesma National High School to further improve teacher performance, enhance professional growth, and create a more effective learning environment for students.

III. Objectives

1. To provide consistent and structured supervisory visits that monitor and support classroom teaching practices.
2. To enhance professional development support through workshops, seminars, and training programs aligned with teachers' instructional needs.

3. To ensure that instructional supervision positively influences lesson planning, teaching strategies, learner engagement, and assessment practices.

PROGRAM IMPLEMENTATION TABLE

Objective	Strategies/ Activities	Responsible Person(s)	Timeline	Budget	Expected Outcome
1. Consistent Supervisory Visits	Conduct scheduled classroom observations; provide guidance and monitor teaching practices	School Principal, Department Heads, Supervisors	Every Month	₱5,000 per month (transportation, observation tools, documentation)	Teachers receive regular support and guidance to enhance teaching quality
2. Quality Feedback	Provide constructive, specific, and actionable feedback after class	Supervisors, Department Heads	Bi-weekly	₱3,000 per month (printing of feedback forms, meeting materials)	Teachers improve instructional methods based on specific recommendations
3. Expanded Mentoring	Assign experienced teachers to mentor new or struggling teachers; organize peer coaching sessions	Senior Teachers and Mentors	Quarterly	₱10,000 per quarter (mentoring sessions, materials, snacks)	Teachers gain insights from experienced colleagues and improve their professional skills
4. Professional Development Support	Conduct workshops, seminars, and training programs on lesson planning, classroom management, assessment strategies, and learner engagement	School Administrators, External Resource Speakers	Semester-based	₱30,000 per semester (honoraria, training materials, venue, refreshments)	Teachers enhance knowledge and skills in key teaching areas
5. Enhanced Teacher Performance	Monitor improvement in lesson planning, teaching	Supervisors and Mentors	Ongoing	₱5,000 per semester (monitoring tools, evaluation)	Overall improvement in teacher performance

	practices, learner engagement, and assessment			forms, reports)	e and student learning outcomes
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IV. Mentoring and Evaluation:

- Supervisors will maintain observation logs and reports for each classroom visit
- Feedback sessions will include action plans with timelines for improvement.
- Mentoring effectiveness will be assessed through teacher reflection reports and peer evaluations.
- Participation in professional development programs will be documented, and improvements will be measured through teacher performance assessments.

V. Expected Impact:

- Improved lesson planning and teaching strategies among teachers.
- Increased learner engagement and effective assessment practices.
- Strengthened collaboration and professional growth among teaching staff
- Establishment of a supportive and development-oriented culture in the school.

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